



## **Isle of Wight School** **Special Educational Needs and Disability (SEND) Offer**

Chillerton and Rookley Primary School  
Chillerton  
Newport  
Isle of Wight  
PO30 3EP  
Tel: 01983 721293  
[www.chillerton.co.uk](http://www.chillerton.co.uk)

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

### **Admissions**

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School **both** if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following link: <http://www.iwight.com/Residents/Schools-and-Learning/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
IN THIS SCHOOL:**

<b>Setting/School/College Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>1.a) Who are the best people to talk to in the early years setting about my child's development needs?</p> <p>1.b) Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Early Years Professional (Reception and Year 1 Teacher)</p> <p>Mr Rob Penman Head of school</p> <p>Mr Rob Penman designated school SENCO from the Stenbury Federation.</p> <p>Contact via School Office on 01983 721207</p>	<p>We are responsible for:</p> <ul style="list-style-type: none"> <li>• Overseeing the day to day operation of the SEN Policy</li> <li>• Coordinating provision for pupils with SEN including the deployment of the school's delegated budget and other resources to meet pupil's needs effectively</li> <li>• Liaising and giving advice to Teachers</li> <li>• Managing TA's support to maximise the provision and ensure the needs of the children are met</li> <li>• Support all staff in understanding the needs of children with SEN</li> <li>• Liaising with early year's provider, other schools, educational psychologist, health and social care professionals, and independent or voluntary agencies.</li> <li>• Overseeing the records of pupils with SEN</li> <li>• Liaising with parents of pupils with SEN</li> <li>• Liaising with external agencies, Local Authority Support Services, Social Services and other professional and voluntary bodies</li> <li>• Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned</li> <li>• Ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements</li> <li>• Ensuring that the school keeps the records of all pupils with SEN up to date (from the SEND Code of Practice 0-25, 2014)</li> </ul>

**HOW COULD MY CHILD GET HELP IN THE SCHOOL ? :**

Children and young people in Chillerton and Rookley Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school
- SENDCos from within the Stenbury Federation
- Staff who will visit the EY setting/school from the Local Authority central services such as the Autism Spectrum Disorder (ASD) Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	<b>Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
2. What are the different types of support available for children and young people with SEND in this school?	<u>Quality First Teaching</u> This may include: <ul style="list-style-type: none"> <li>• Visual cues/aids, word banks, word maps, work station, quiet place.</li> <li>• Daily or frequent reading, ICT , reading rulers, overlays, bookmarks</li> <li>• Behaviour plans, time out, group play</li> <li>• Teaching styles to suit needs</li> <li>• Arrangement of displays, seating etc</li> </ul>	Your child will be included in all aspects of learning within the class and school. Your child will make appropriate progress. Positive behaviour is rewarded.	Any child
	<u>Intervention support</u> This may include: Booster groups for maths, reading, writing, and phonics Fine and Gross Motor Skills Communication Groups Memory games Social and Emotional Groups	Your child's needs will be met in order to make progress in their specific area of difficulty.	Children in need of catch up SEN support Statement/EHCP
	<u>More individualised support:</u> This may include:	Specifically tailored to meet the individual needs which may include specialist	SEN support Statement/EHCP

	Behaviour plan Dyslexia programme Discalculia programme Personalised Speech and Language programmes Madelaine Portwood Dyspraxia Programme Personalised Physiotherapy Programme	furniture, computer provision and additional support.	
3. How can I let the school know I am concerned about the progress of my child in school?	<ul style="list-style-type: none"> <li>Your child's teacher is always your first contact when you are worried. Please talk to them as soon as you are concerned. You may need to make a time to allow more detailed discussion.</li> <li>You may go directly to the Head teacher with any concerns.</li> <li>You can share your concerns at parent consultations mid-term in Autumn and Spring terms.</li> </ul>		
4. How will the school let me know if they have any concerns about my child?	<ul style="list-style-type: none"> <li>The Class Teachers are constantly reviewing and assessing your child's progress. Their progress is monitored and discussed with the head teacher.</li> <li>Parent and Teacher Consultations mid-term (Autumn and Spring) and progress reports sent out in the Summer Term for all children.</li> <li>If there are any concerns, a meeting will usually be arranged with the teacher to discuss your child's needs. The SENDCO will attend any meeting where needed or you can request this to happen.</li> </ul>		
5. How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> <li>Extra support is given as and when it is required according to their needs as identified through progress meetings and shared concerns.</li> <li>Children will be identified and placed in groups or may work individually depending on the type of extra support and resources are allocated accordingly.</li> <li>Any child needing extra support through intervention will be carefully monitored in terms of their level of progress to ensure they make progress in order for them to catch up.</li> <li>Some children not making sufficient progress may need referral to outside agencies for advice and support but also seek statutory assessment for an Education, Health and Care Plan (EHCP) following guidance from the Local Authority.</li> </ul>		
6. What specialist services are available at or accessed by the school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>1:1 or small group supported by Learning Support Assistants (LSAs)</li> <li>Programmes run by trained LSAs</li> <li>Range of services "bought in" for additional learning support such as Autistic Spectrum Disorder (ASD) outreach and behaviour support service, Speech and Language support, Educational Psychologist</li> </ul>	

		services.
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Speech and Language Therapy Service</li> <li>• Hearing Impaired Service</li> <li>• Visual Impaired Service</li> <li>• ASD (for pupils with a statement or EHCP with an ASD diagnosis )</li> <li>• Educational Psychology Service</li> <li>• Child/Adult Mental Health Service (CAMHS)</li> <li>• Common Assessment Framework (CAF) Team</li> </ul>
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> <li>• Speech and Language Therapy Service</li> <li>• Hearing Impaired Service</li> <li>• Visual Impaired Service</li> <li>• ASD (for pupils with a statement or EHCP with an ASD diagnosis )</li> <li>• Educational Psychology Service</li> <li>• Physiotherapy</li> <li>• School Nurse</li> </ul>
7. How are staff in the school supported to work with children with an SEND?  a) What training have the staff supporting children with SEND had or have available?	<ul style="list-style-type: none"> <li>• All our teaching staff are given training as required and supported by the SENDCO. Concerns about children’s developmental needs are shared regularly within staff meetings and 1:1 meetings with the head teacher and SENDCO.</li> <li>• Staff are given the opportunity to attend Local Authority Professional development Training which the school buys into.</li> <li>• Staff attend training provided within the Federation such as Autism training.</li> <li>• Specialist agencies liaise with staff to share resources and offer assistance for children with specific learning needs.</li> <li>• Training on the new Code of Practice will be on-going to ensure that all staff are kept up to date of any changes.</li> <li>• The Head teacher regularly meets with the SENDCOs from the federated schools to share good practice and seek advice.</li> <li>• The Head teacher and SENDCO attends local network sessions to keep up to date with changes to the Code of Practice.</li> </ul>	
8. How will activities/teaching be	<ul style="list-style-type: none"> <li>• Teaching will be differentiated by the Class Teacher depending on the needs of your child. If Specialist equipment is required then it will be provided by the school.</li> </ul>	

<p>adapted for my child with learning needs?</p> <p>a) How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing?</p> <p>c) How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• Learning Support Assistants are timetabled to work with children in groups or individuals where necessary.</li> <li>• The curriculum will be fully inclusive and matched to suit the needs of your child so that he/she can access everything.</li> <li>• Lessons are adapted and support given, visuals provided where necessary.</li> <li>• Teachers are expected to deliver lessons that are engaging and have a variety of teaching styles.</li> <li>• Different arrangements will be made to enable your child to participate in tests (e.g. quiet room, more time)</li> <li>• The Class Teacher, Head teacher and SENDCO keep records centrally, to monitor your child's progress and will inform you of progress at parental meetings throughout the year.</li> <li>• The class teacher or specialist support will advise you about how you can support your child's learning.</li> </ul>	
<p>9. How will the school measure the progress of my child?</p>	<ul style="list-style-type: none"> <li>• Children are assessed regularly (formally or informally) throughout the year.</li> <li>• Pupil Progress meetings are held termly and the progress of all children will be discussed.</li> <li>• Targets are given to all children and then progress is measured against these.</li> <li>• Adequate progress is defined as that which narrows the attainment gap between achieved and National Curriculum expectations by: <ul style="list-style-type: none"> <li>o Preventing the gap increasing</li> <li>o Equals or improves pupils previous progress rate</li> <li>o Ensures full curricular access</li> <li>o Shows an improvement in Self Help, Social or Personal skills</li> <li>o An improvement in pupil's behaviour</li> </ul> </li> <li>• A child with SEN support, a statement or EHCP, will have outcomes set for the year which relates to their needs. Annual reviews will take place to see whether progress has been made. The Reviews are held under the guidance of the Code of Practice.</li> </ul>	
<p>10. What is the pastoral, medical and social support available in the school?</p>	<p>a) What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have your child's interests and needs at the heart of what they do. Hence they take responsibility for pastoral, social and medical needs.</li> <li>• If medical support is required, the school will ensure that staff are aware of medical needs as required and administer medicines following the correct procedures.</li> <li>• There are many staff who are first aid trained.</li> <li>• For families who need support from a wider range of agencies we can offer a CAF (Common Assessment Framework)</li> </ul>

		<ul style="list-style-type: none"> <li>• School Nurse can arrange a meeting to discuss any medical or health needs that your child may have.</li> <li>• Social Skills groups.</li> <li>• Access to Family learning and Behaviour Support Team.</li> <li>• Personal, Social, Health and Emotional Curriculum is taught to all children.</li> </ul>
	b) What support is there for behaviour, avoiding exclusion and increasing attendance?	<ul style="list-style-type: none"> <li>• We monitor closely attendance and late registrations and report attendance figures in the school's newsletter.</li> <li>• Arrange meetings with child and family to identify any underlying issues and identify support.</li> <li>• Individual behaviour plan.</li> <li>• Referral to outside agencies e.g. CAMHS [Child and Adult Mental Health Services], Dr Bernado's family support services.</li> <li>• Educational Welfare Officer.</li> <li>• Consistent approach to discipline and rewards for success following the school's values (CARE).</li> </ul>
	c) What approaches are used in early year's settings to manage behaviour?	<ul style="list-style-type: none"> <li>• A consistent approach towards behaviour from all staff.</li> <li>• All staff know the systems in place and school's behaviour policy</li> <li>• Good modelling of behaviour expectations.</li> </ul>
11. What support does the school have for me as a parent of child with a SEND?		<ul style="list-style-type: none"> <li>• We offer a partnership approach – we want to listen and work with you in the best interests of your child.</li> <li>• We can offer regular meetings to talk about your child's needs, what we are doing and how we can work together.</li> <li>• We can signpost to other services as mentioned above. We can talk to Face2Face, Parent Partnership and the local Children's Centre who can help you too.</li> <li>• We can offer a CAF (Common Assessment Framework) for families who need it.</li> <li>• A local SEN Parents Support Hub has been set up to support parents. You can contact them via the school</li> </ul>
a) How are young people		

<p>with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> <li>• We ensure that every child has a voice. Children are regularly asked about how they feel about their learning, what they would like to achieve and how they think they can best achieve this. They largely have these talks with their teachers or someone from the support team.</li> </ul>
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• If medical support is required, the school will ensure that staff are aware of medical needs as required and administer medicines following the correct procedures.</li> <li>• Many staff are first aid trained.</li> <li>• A key adult with first aid training will be nominated to administer medicines with written parental permission.</li> </ul>
<p>13. How accessible is the EY setting/school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>• We are fully inclusive.</li> <li>• Our school building is accessible for those with disability and/or needing wheelchair access.</li> <li>• Newly refurbished toilets include disabled facilities.</li> <li>• We run a Breakfast Club and an Afterschool Club which can be adapted to meet your child's needs. You can contact them via the School.</li> <li>• For school visits/ activities, we will plan for every child to have access. We will risk-assess any of these situations with your child's needs in mind.</li> </ul>
<p>14. How will the school support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> <li>• We will work with you and key people to make transition as smooth as possible whether at the start of school or when changing to a different educational setting.</li> <li>• We have very close links with the Pre School (Early Years) on site but also with other pre-school settings. There are several scheduled times for the Reception Teacher to visit pre-school and children to visit the class. There is a staggered entrance for pre-school children over the first three weeks of the autumn term, building up to full time education.</li> <li>• Between year groups – A meeting between existing, future teacher and Head teacher/SENDCO is held to enable smooth transition.</li> <li>• Move-up days, and shared school events help the students to become familiar with other staff members and other physical environments.</li> </ul>



<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"><li>• The Head teacher is able to signpost different services in school but SENDCOs from the Stenbury Federation and other agencies are available for support and advice.</li><li>• Parent Partnership - <a href="http://www.iwpp.co.uk">http://www.iwpp.co.uk</a></li><li>• Isle of Wight Council - <a href="http://www.iwight.com/Residents/Care-and-Support/SEND-Reforms/Special-Education-Needs-SEN/Send-Reforms">http://www.iwight.com/Residents/Care-and-Support/SEND-Reforms/Special-Education-Needs-SEN/Send-Reforms</a></li></ul>
--	--